

Service Learning Project Assessment Scoring Rubric

Directions: Use this *Scoring Rubric* to help you determine the quality of your service project. Enter the number you assign yourself on the Service Learning Effectiveness Map at the end of this Rubric.

Cluster I: Learning (30 POINTS)

Element 1: *Effective service learning establishes clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involves students in the construction of their own knowledge (Checklist items 3, 4, 12, and 13).*

10-8 points	7-4 points	3-0 points
The service project has clearly articulated knowledge, skill and value goals. These goals are definitely related to the curriculum, state standards and broader program goals. The academic learning is reinforced by the service project and is necessary for the service to be successful. Life skills and academic knowledge learned outside the classroom are integrated back into classroom learning. Students learn necessary information from class exercises and research and are responsible for their own learning.	The service project has knowledge, skill or value goals. These goals are related to the curriculum or broader program goals. The academics and the project are related. Skills used are applied in class. Students are provided with some information and given time to research.	The service project goals are marginally related to the curriculum or broader program goals. The academic learning and the project are somewhat related. Students are provided the information necessary to perform the service. Skills used are not applied in class.

Element 2: *In effective service learning, students are engaged in tasks that challenge and stretch them cognitively and developmentally (see guidelines for examples of service projects).*

10-8 points	7-4 points	3-0 points
Service projects considered meet specified curriculum competencies and standards. The projects require students to think creatively and critically and to show how they will use the information and skills they learned in current and future applications.	Service projects considered will definitely expand information students are expected to learn and will improve their skills.	Service projects considered help students improve their skills and knowledge.

Element 3: *In effective service learning, assessment is used as a way to enhance student learning as well as to document and evaluate how well students have met content and skills standards. (Checklist 1, 11, and 13)*

10-8 points	7-4 points	3-0 points
Includes detailed plan for how learning goals will be assessed and several methods or instruments are used. Groups are evaluated for their productivity. The levels of effort students expend, and how effectively they use information from their service and interactions are considered in their evaluation. A pre and post assessment is administered and instructors use the information from those assessments to help form groups, recommend assignments, and pair mentors and mentees. Post assessments are used to assist students in formulating their own plan to improve skills.	Includes a general plan for how learning goals will be assessed. Group dynamics are measured and considered in the students' evaluation. A pre and post assessment is administered and students are coached in improving their skills.	An assessment plan is used to evaluate group dynamics. A pre and post assessment of skills is administered. Each student has a plan to improve skills that require work.

Cluster II: Service (20 POINTS)

Element 4: *Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community and have significant consequences for themselves and others.*

10-8 points	7-4 points	3-0 points
There is convincing evidence of high need in the community or the school. Students have set clear goals as to what they want to accomplish and the results of their service will significantly benefit the community or the school and themselves. They develop a responsibility to care for others and contribute to the community, understand the impact the service has on the community and connect with adult role models. They understand importance of preventing social problems as well as reducing them.	There is evidence of need in the community or school. Students have participated in setting goals and they and the community will benefit from the service. They like caring for others, feel they have had an impact and appreciate adult role models. They focus on intervention rather than prevention of social problems.	There is vague evidence of need for the service. Students are required to meet goals they will accomplish and they and the community should benefit. They have a good feeling about the service and the adults who helped them.

Element 5: *Effective service learning employs formative and summative evaluation in a systematic evaluation of the service and its outcomes (Checklist 9).*

10-8 points	7-4 points	3-0 points
Students completed the project summary report and designed an instrument to evaluate the quality of the project by those who received the service. They used the results to analyze if their goals were met, were appropriate and how they can use what they learned in expanding the project or in future projects. There is a detailed evaluation plan that includes methods for: <ul style="list-style-type: none"> ▪ Evaluating of overall program goals and effectiveness. ▪ Assessing service goals. ▪ Assessing learning goals. Data is collected throughout the program assuring continuous assessment and improvement. Plan discusses how data will be used (e.g., to improve the program, determine community's response to the service project, determine areas where youths need more skills and knowledge).	Students completed the project summary report and were involved in the design of an instrument to evaluate the quality of the project by those who received the service. They analyzed the results. Evaluation plan includes methods for: <ul style="list-style-type: none"> ▪ Evaluating of overall program goals and effectiveness. ▪ Assessing service goals. ▪ Assessing learning goals 	Students completed the project summary report and used an instrument to evaluate the success of the project. There is little or no mention of how the program will be evaluated or how the service and learning goals will be assessed.

Cluster III: Critical Components that Support Learning and Service (50 POINTS)

Element 6: *Effective service learning seeks to maximize student voice in selecting, designing, implementing, and evaluating the service project (Checklist 6, 7, and 9).*

10-8 points	7-4 points	3-0 points
Students engage in a process that leads them to define needs of the community. They are involved in choosing, planning and executing the service project. They identify community assets and other efforts to solve community problem and align their work to "add value." They actively participate in the reflection sessions and the celebration. They design an evaluation that the people who received the service complete and they include the results of that in the celebration. They understand the critical role of leadership and employ their knowledge and skills.	Students are involved in exploring the needs of the community and what they could contribute. They understand what service is, decide and plan what to do and how to celebrate/evaluate it.	Students are given some choices as to the projects they could do and are allowed to vote. They have some understanding of what service is, help to plan it and celebrate/evaluate it.

Element 7: *Effective service learning values diversity through its participants, its practice and its outcomes.*

10-8 points	7-4 points	3-0 points
Students represent a diverse group in terms of grade-level, ethnicity, economic background, and academic status. Students are the main implementers of program or have strong leadership roles that are well articulated. Students understand how the service impacts diverse populations and specific contributions different groups make to community improvement.	Students represent a diverse group in terms of grade-level, ethnicity, economic background, and academic status. Roles for students are clearly defined yet adults primarily run program.	Students do <u>not</u> represent a diverse group in terms of grade-level, ethnicity, economic background, and academic status. Roles and responsibilities for students are minimal or not clearly defined.

Element 8: *Effective service learning promotes communication and interaction with the community and encourages partnerships and collaborations (Checklist 15).*

10-8 points	7-4 points	3-0 points
Forms strong and diversified partnerships with entities such as educational institutions, organizations, and businesses. Some partners are also included in aspects of the service-learning program. There are connections to educational/community initiatives (e.g., School-to-Career, Character Education, Safe and Drug Free Schools, Healthy Communities, Classrooms of the 21 st Century). The service enhances and "adds value" to existing community efforts, thereby maximizing collaborations and demonstrating to the community and participants the expanded outcomes of partnerships.	Has partnerships established with other entities. Partnerships tend to be underdeveloped or short-term.	There is little or no mention of partnerships with other agencies, schools, service recipients, or organizations.

Element 9: *Students are prepared for all aspects of their service work including a clear understanding of task and role, the skills and information required by the task, awareness of safety precautions, as well as knowledge about and sensitivity to the people with whom they will be working (Checklist 4 and 6).*

10-8 points	7-4 points	3-0 points
Students study the service project and set clear goals that they want to accomplish. They determine what they will need to do to accomplish those goals. They choose their tasks and roles; learn and practice the skills and the knowledge they will need to carry them out. They analyze and plan for safety precautions. They learn about the people with whom they will be working with and they discuss and practice the skills they will need to work well with them. They ensure opportunities, throughout the service, to assess (1) service, (2) compliance with safety precautions and (3) comfort and contributions of people they are working with.	Students are allowed the opportunity to study the service project and to determine what they need to do to carry it out. They choose their roles and learn something about the people with whom they will be working. They discuss the skills they will need to work well with them.	Sufficient class time is spent helping students to learn about the service project, what will be involved in carrying it out, what their role will be, what precautions they need to take and how to deal with the people with whom they will be working.

Element 10: Student reflection takes place before, during and after service, uses multiple methods that encourage critical thinking, and is a central force in the design and fulfillment of curricular objectives (Checklist 2, 5, and 8).

10-8 points	7-4 points	3-0 points
Students commit to reflection as an essential element of effective service and learning. Students keep learning logs to record events and their thoughts and feelings about them throughout the service project. They understand and actively participate in classroom discussion and other reflection processes and can describe what they did, why it was important to them, and how they can apply it to other situations and aspects of their lives. They participate in answering open-ended questions and in asking them as well. Because of the reflection, their service experience and curriculum are extremely meaningful.	Students understand benefits of reflection. Students keep learning logs to record events and their thoughts about them throughout the service project. They actively participate in classroom discussion that helps them to move from what they did to why it was important to what they can do with it in other aspects of their lives. Because of the reflection, their service experience and curriculum have more meaning.	Students are oriented to benefit of reflection. Students write in learning logs to record events occurring before, during and after the service. They respond to open ended questions as they learn about the service and when the service is complete. The reflection assists them in meeting curricular objectives.

Element 11: Multiple methods are designed to acknowledge, celebrate, and further validate students' service work (Checklist 9 and 10).

10-8 points	7-4 points	3-0 points
Students briefed their projects, the project and personal goals they met, what they learned and how they will use their new skills and information in the future, to numerous audiences. They planned a ceremony/assembly to recognize accomplishments and prepared research papers/articles for the media and education stakeholders.	Students briefed their projects, what they learned and how they plan to use their new knowledge and skills to several audiences. They planned a ceremony and publicized their accomplishments.	Students briefed their projects and what they learned to two audiences.

Service Learning Effectiveness Map

Directions: Plot points allotted on the map so that you can evaluate the effectiveness of your service project.

Points	10	9	8	7	6	5	4	3	2	1
Cluster I: Learning (30 Points)										
Element 1 – clear academic goals, academic balance										
Element 2 – tasks challenge students										
Element 3 – assessment of content and skills										
Cluster II: Service (20 Points)										
Element 4 – clear service goals; meets need; consequences										
Element 5 – evaluation of the service and its outcomes										
Cluster III: Critical Components (50 Points)										
Element 6 - student voice										
Element 7 - diversity										
Element 9 - collaborations										
Element 10 - reflection										
Element 11 - celebration										
Average										